

How To Do a McKinney-vento Needs Assessment

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How to Do a MV Needs Assessment

Agenda

- What the MV Law Requires
- Importance of a Needs Assessment
- Elements of an Effective Needs Assessment
- Conducting a Comprehensive Needs Assessment
- Coordinating with the Title I Comprehensive Needs Assessment



What the MV Law Requires

MV Act requires subgrantees to:

Sec. 723(a)(2)(b)(1) ... Such application shall include the following:

(1) An <u>assessment of the educational and related needs of homeless</u> children and youths in the area <u>served by such agency</u> (which may be undertaken as part of needs assessments for other disadvantaged groups).

Sec. 723(c)(3)(A) ... In determining the quality of applications under paragraph (1), the State educational agency shall consider the following:

(A) The applicant's <u>needs assessment</u> under subsection (b)(1) and the likelihood that the program presented in the <u>application</u> will meet such needs.

What the Title I-A Law Requires

Sections of the Title I-A statutory language address the removal of barriers for homeless children/youth.

- Section 1112(a)(1) of the ESEA requires that Title I-A programs coordinate with the MV programs at both state and local levels
- Section 1112(b)(E)(ii) requires that district <u>District Improvement</u> <u>Plans describe how services for homeless children and youth will be coordinated and integrated with the Title I-A program, "in order to increase program effectiveness, eliminate duplications, and reduce fragmentation of the instructional program."</u>

What the Title I-A Law Requires cont.

Sections of the Title I-A statutory language address the removal of barriers for homeless children and youth.

- The LEA plan must also <u>describe specific services</u> to be provided through the reservation of Title I-A funds for homeless students in non-Title I-A schools.
- Section 1114(b)(1)(J) Schoolwide plans must describe how the school will integrate resources to meet the needs of historically underserved populations, including homeless students.

 (LEA Title I-A funds, no setaside)

What the MDE-OFS Requires

All districts receiving Title I funds must complete a District Improvement Plan (DIP)

- Based on a Comprehensive Needs Assessment (CNA) that identifies achievement gaps in the district
- CNA must include needs of homeless children and youth in the district's attendance area
- In order to use Title I funds to meet the needs of homeless students, the DIP must include goals, objectives and strategies to meet the identified needs of homeless students.

The Importance of Needs Assessment

- Toolkit supports building effective homeless education programs: State level, District level, & School level.
- Comprehensive needs assessment is essential in developing key components of any successful program
- Supports a variety of <u>coordinated services to remove the</u> <u>barriers</u> faced by homeless children and youth.



Elements of a Successful Needs Assessment

Shared Responsibility

- Effective programs go <u>far beyond designating</u> a local homeless education <u>liaison</u>
- Find new ways to combine efforts, both within the school district and the broader community
- Provides a collective understanding/commitment to the education of all segments of the student population
- Critical to the provision of a high quality, standards-driven education



Elements of a Successful Needs Assessment Cont.

Shared Responsibility

- Network of <u>highly engaged community organizations and</u> <u>individuals</u> who participate in <u>implementation</u>
- High quality MV program depends on <u>collaborative</u> and <u>productive</u> interaction between key players
- Strategic use of combined resources to improve academic progress for all students, with additional support to target the neediest students



Elements of a Successful Needs Assessment Cont.

An Ongoing Process

- Begins with a comprehensive and ongoing assessment of student, district and consortium needs
- Includes a well-designed and well-implemented program evaluation process
- Decisions about program improvement are collaborative and data driven



Elements of a Successful Needs Assessment Cont.

An Ongoing Process

- Utilizes a continuous process of self-study, and analysis of all available information
- Needs assessment and program evaluation are two cornerstones of successful homeless education programs
- Resources must be allocated to support the ongoing nature of these two processes



WHAT IS FEASIBLE FOR YOU?

- Make collaborative decisions about what is realistic for your SEA or LEA to expect to accomplish
- Invite <u>ALL VOICES</u> to the table (Personal invitations are best!)
- ALL partners discuss -
 - most significant challenges
 - whether or not they can be overcome
 - how they can be made manageable



WHAT IS FEASIBLE FOR YOU? CONT.

When capacity (time, staff, resources) is limited:

- Consider the questions on the Worksheet to be guiding questions; customize in ways that make the most sense for your program.
- Select one or two of the more general questions from each section of the Worksheet, without addressing the level of detail suggested by other questions.
- Select one focus area/category of questions to examine closely during a year, identifying current status, most critical needs, gaps, and challenges.

Conducting A Comprehensive Needs Assessment

The needs assessment process involves:

- Collection of data across a wide range of influencing factors
- Use of tools and processes that ensure that all pertinent data sources have been considered
- Acknowledging that collaboration is a fundamental part of the process



Conducting A Comprehensive Needs Assessment Cont.

Overarching questions to consider:

- What is the strength of our collaboration?
- Who are the key partners? Is anyone missing?
- Are we communicating regularly and effectively?
- Which of our partners have information about this program component?
- Where will we find the actual data?
- Are there any barriers or challenges to sharing important data?

Getting Started

Create a Needs Assessment Workgroup, including the following:

- Homeless Education
- Title I-A
- IDEA (Special Education)
- Title III
- School level personnel
- Parents/youth
- Social workers
- School nurses
- Pupil accounting

- Data management system
- Transportation
- School Nutrition
- Homeless Coalitions
- Community Partners
- Shelter providers
- Faith-based partners
- Government agencies



Getting Started cont.

The Workgroup should establish a calendar of meetings to:

- Share information and data
- Analyze district/consortium/community strengths and weaknesses
- Identify gaps in service delivery
- Examine current services (relative to compliance with MV, Title I-A & other statutes)

Collecting the Information

Gathering data is a shared responsibility.

Each Workgroup member will have access to important data elements and should share those data, as fully as possible.

Some typical categories and sources of data include:

- State/local student achievement data
- Local/state census, demographic, and economic data
- Data from HUD initiatives
- Data from surveys, interviews, focus groups; technical assistance and barrier tracking logs from state and local homeless liaisons

Collecting the Information cont.

Compile a list of questions that will capture needed data, such as:

- What data are we already collecting?
- What additional data are needed to capture the full picture?
- Who will collect the needed data and how?
- How can we combine resources to accomplish data collection?
- Do we have needed access to the data storage system in our district/consortium/community?
- Do we have data from state or federal monitoring reports?
- Do we have data from our "customers" (parents, youth)?
- Do we have data on costs related to educating homeless children/youth?

Collecting the Information Cont.

What's next??

- Committee leaders select/adapt/create data collection instruments appropriate to your needs
- Worksheets found in NCHE Toolkit Appendices A, B, and C provide lists of Qs
- SAMPLES from other homeless education programs can be downloaded at NCHE site http://www.serve.org/nche/forum/needs_assess.php



Organizing and Analyzing Information

Take a <u>broad view of your program</u>, considering the data in the aggregate, with questions such as:

- What do these data tell us about the success of homeless students in our state/consortium/district?
- Are we addressing all the <u>legal requirements</u> (McKinney- Vento, Title I-A, IDEA and other relevant legislation) in implementing our program?
- Are there any <u>findings</u>, <u>recommendations</u>, <u>or corrective actions</u> resulting from monitoring reports?

Organizing and Analyzing Information Cont.

More broad view questions:

- What are our conclusions regarding identification, service, and proficiency data for our population?
- What is the strength of our collaboration among programs within the State, Consortium or District?
- What is the strength of our collaboration within the network of organizations and individuals who address homelessness in our region or community?
- Are we missing any important connections?



Organizing and Analyzing Information Cont.

THE NEXT STEP IS THE MOST CRITICAL in the Needs Assessment process:

Examine each data set to draw specific conclusions

- Get more detailed information about what is working well and where there are gaps.
- Identify gaps in identification, delivery of services, kinds of data collected...
- Identify other data/information needed



What Next? A Plan of Action

- Workgroup reviews Summary Sheets to develop a Work Plan for the Workgroup
- Analyze results in each section to identify -
 - What is working well
 - Where gaps still exist
 - Areas of data collection to be strengthened
- Develop an <u>Action Plan</u> to address priorities -
 - What are the most critical needs?
 - What strategies will you employ to find solutions?



What Next? A Plan of Action cont.

Document the work of the Needs Assessment Workgroup in the form of a written report.

 This report should be <u>copied and disseminated widely</u> to representatives of all key stakeholder groups.

DO NOT file the report away or leave it on a shelf to collect dust.

- Committee <u>should meet annually</u>, as well as <u>repeat</u> the full process <u>at each new MV Grant Cycle</u> (3 years).
- Your needs assessment report then becomes your starting point in program evaluation.



Internal Collaboration Questions

- What is the <u>frequency of communication</u> between the local liaison (or grant coordinator) and <u>Title I-A program</u> leaders in your district?
- What kinds of decisions are made jointly between homeless education and Title I-A in your district?
- How does your Title I-A District Improvement Plan address the needs of homeless students? (This determines whether & how the Title I-A funds may be spent to serve homeless student.)



Internal Collaboration Questions

 How do homeless education and Title I-A collaborate to address the needs of homeless subgroups:

Unaccompanied youth?

Preschoolers (Birth-3 and 4-5)?

Homeless migrant and LEP students?

Homeless students with disabilities?

Homeless students awaiting foster care?

 Are the amount and use of Title I-A <u>setaside funds</u>, determined jointly between Title I-A and the liaison?



Internal Collaboration Questions cont.

- Do your Consolidated Application and District Plan include a Title I-A reservation/setaside for homeless students? How these funds are used?
- Does your MV consortium grant include a description of the amount and uses of the Title I-A reservation/ setaside?
- How many homeless students are participating in Title I-A programs? (Schoolwide? Targeted Assistance?)
- What is the level of coordination with other district program personnel (transportation, nutrition, counseling, drop-out/truancy, special education)?

External Collaboration Questions

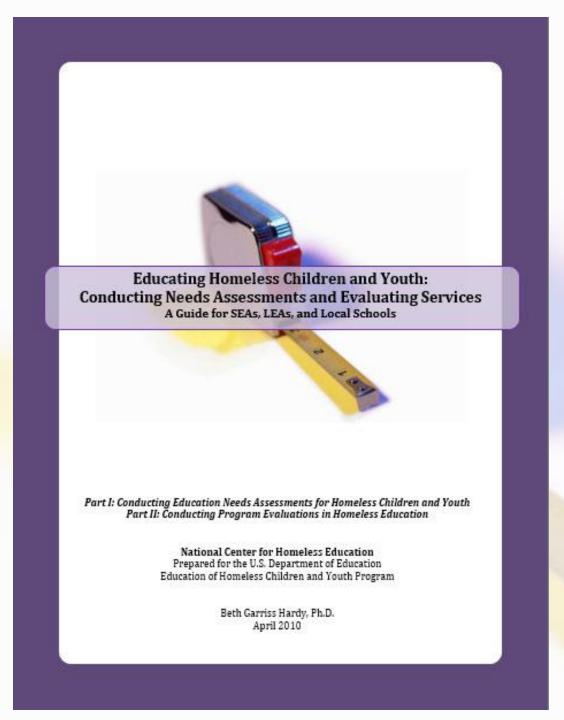
- What is the <u>frequency of communication</u> between the liaison/ grant coordinator and <u>community agencies</u> that serve homeless children, youth and families?
- What community agencies are <u>active in the provision of services</u> to homeless children, youth, and families in your community?
- Do liaison/LEA staff members participate in collaboration with Head Start, Runaway/Homeless Youth Act programs, HUD, etc.?
- What community partners collaborate with the LEA on data collection?
- Are community agencies working with homeless families aware of the statutory requirements of MV and Title I-A legislation?
- What specific projects/initiatives are underway as a result of collaboration within the community network?
- How would you assess the <u>overall quality and effectiveness</u> of community collaboration in your region?

Resources/Capacity Questions

- What <u>resources are available</u> to meet the unique needs of your homeless students?
- Does your district <u>participate in a MV grant</u>? If so, what supplemental services are provided with those funds?
- If your district does not participate in a MV grant, what supplemental services are provided and how are they funded?
- What amount of Title I-A funds is reserved to meet the needs of homeless students in your district? How are these funds used?
- What happens with reserved <u>Title I-A funds that are unspent</u> at the end of the fiscal year?
- How are <u>pupil transportation services</u> provided by the district for homeless children and youth?
- What <u>"excess" transportation</u> is provided by the district when needed?
 How are these funded?
- **30** What other LEA resources and supports are available?

Additional Questions for PSAs (Charter Schools)

- How many homeless students are attending your charter school?
- What services are provided to homeless students in your charter school? How are they funded?
- Are you participating in a MV homeless education grant or receiving Title I-A funds?
- Is technical assistance being provided to PSA staff regarding the educational rights of, and provision of services for, homeless children and youth? How, how often and by whom?
- How are you ensuring that school administrators and staff are providing services and supports in compliance with the McKinney-Vento Act?



Please Open Your Handout



Needs Assessment Worksheet Local Education Agency

Appendix B: Needs Assessment Worksheet and Summary Local Education Agency Needs Assessment Worksheet Local Education Agency

Issue	Guiding Questions	Status/Comments
Awareness	 What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth? 	
	 What is the level of awareness/education in other community agencies and networks, such as homeless coalitions, shelter providers, and other service providers? 	
	Are homeless education posters displayed in each school in the community?	MICHIGAN F. duc 2

Needs Assessment Summary Local Education Agency

Complete each section below based on the results of the Needs Assessment Worksheet.

- 1 = Many areas of concern; several compliance issues; technical assistance is needed
- 2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed
- 3 = Implementation is adequate; procedures are in place but could be improved
- 4 = Program is strong and robust, with model systems, tools and mechanisms in place

Awareness (circle one): 1 2 3 4

Most important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (circle one): 1 2 3 4

Most important Challenges:

QUESTIONS



Contact Information



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